**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 1 Week 3: Story Title: Alexander, Who Used to Be Rich Last Sunday**

**Monday**- Use TE DI 12- 1) Preteach Phonics- write *cake, box, stop, & track and write cakes, boxes, stopped, sunnier, & tracking* while explaining these are base words with endings, & some words, like cake, add “s” to make it plural & some, like box, add “es”. Ask: What happens to sunny when the ending “er” or “est” is added? Teacher will tell students to be on the lookout for base words & endings. 2) Read & discuss words: rabbit, behave, harder, lessons, away, command, getting; What do you hear/notice? 3) Preview Decodable Reader 3 Title*: Teaching Bell to Behave* with a Picture Walk Talk & make predictions about what the story is going to be about; students will read & discuss Decodable Reader 3 with the teacher.

**Tuesday**- Use TE DI 14- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words as well as discuss the definition of the following words: college, dimes, downtown, fined, nickels, quarters, & rich. 2) Practice decoding/reading/slashing out syllables with Multisyllabic Words- Write absolutely & model how to chunk the word. Teacher will say, “I see a chunk at the beginning: ab. I see another chunk: so and another part: lute. At the end of the word I see the chunk: ly. I say the chunks fast to make a whole word: absollutely. Is it a real word? Yes, I know the word absolutely. Students will practice other words: walkie-talkie, positively, accident, & nonreturnable. 3) Choral/Echo read typed version of Decodable Reader 3. 3) Highlight Spelling Patterns from Monday’s lesson 4) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE pg DI 26 & 71- 1) Target Skill- Sequence with textbook pg 71 & review synonym meaning is order. Teacher will help students review a list of time ordered words to help identify sequential order such as: first, next, last, then, finally, at last, etc. Students will reread pg 71 while deciding which word that can be used to indicate a sequence: a) fair, b) soon, or c) most. \*Correct Answer- (b)\* 2) Target Strategy- Visualize with textbook pg 75. 3) Sort Retelling Cards by putting the cards in order according to the events in the story for sequencing. 4) Reread retyped Decodable Reader 3 while highlighting punctuation marks & circling any time ordered words.

**Thursday**- 1) Put the Retelling Cards in correct sequential order 2) Write 1 sentence for each picture for summarization. 3) Reread retyped Decodable Reader 3 and Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one